**Appendix G: Internship Field-based Activities Summary Report and Validation**



**Lamar University – M.Ed. in Educational Technology Leadership**

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| Internship Field-based Activities Summary Report and Validation | | | | |
| Directions: This Internship Field-based Activities Summary Report is for your use as a planning worksheet. Post this report to your e-Portfolio wiki/blog/Google site monthly to document completion of your activities.  As you plan your campus- or district-supervised Internship hours, do the following:   * Include at least one campus- or district-supervised activity under each of the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards. * Make sure your campus- or district-supervised activities total a minimum of 100 hours as specified in the eight Technology Standards. * Follow the guidelines on page 37 to reflect on each completed activity.   Your site mentor will validate the hours earned at the end of your Internship. All hours must be completed before you enroll in the Internship course, EDLD 5388/5370 \*Please note that course number changes in Fall 2010\*.  Once complete:   * PDF the Validated Summary Report. This report must be signed by your site mentor. * Create a new page on your wiki, titled “ Completed Internship Field-based Activities Summary Report” * Post the completed Internship Field-based Activities Summary Report to your wiki. | | | | |
|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard I. Technology Operations and Concepts | TF- I.A | Star Board Training and Technical Support- provide teacher training with on-going support to assist with proper usage and also provide on-going support for the ACE program. | 05/01/11     District Technology Department |  |
| Reflection: | | |
| TF – I. B | Technology In-service – Develop training module and train staff on Microsoft Word, Microsoft Excel, Outlook. Also review district policies on Re-Teach, Lesson Cycle, and Blooms Taxonomy. | 11-30-10  Director of Instructional Technology |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard II. Planning and Designing Learning Environments and Experiences | TF-II.A | Technology In-service – Develop training module and train staff on Microsoft Word, Microsoft Excel, Outlook. Also review district policies on Re-Teach, Lesson Cycle, and Blooms Taxonomy. | 11-30-10  Director of Instructional Technology |  |
| Reflection: | | |
| TF-II.B | Technology In-service – Develop training module and train staff on Microsoft Word, Microsoft Excel, Outlook. Also review district policies on Re-Teach, Lesson Cycle, and Blooms Taxonomy. | 11-30-10  Director of Instructional Technology |  |
| Reflection: | | |
| TF-II.C | Facilitate an Online Learning Environment - Assist teachers in creating classroom sites for classroom collaboration, feedback, and help teachers with Web 2.0 technologies. | 3-10-12  Campus Administrators and  Teachers |  |
| Reflection: | | |
| TF-II.D | Computer Lab Maintenance and Software Updates – Routine maintenance so that lab can be utilized by after school tutorials and ACE Program to assure that resources are available for these learning activities. | 06-01-11 (ongoing)  Campus Administrators, ACE Director |  |
| Reflection: | | |
| TF-II.E | Assist Teachers in Updating Websites–  Assist teachers in updating their websites. Class information and syllabus can be attached to website. | 03-01-12  Campus Administrators, District Web Master,  Teachers |  |
| Reflection: | | |
| TF-II.F | Study Island Instruction and Support – Provide training and support for teachers. Provide ongoing support for the development of these online technology resources. | 06-01-11  (ongoing)  Teachers, Campus Administrators |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard III. Teaching Learning, and the Curriculum | TF-III.A | Integrate Technology, Research, and Problem Solving in Curriculum – Provide and install updates for QuickTime and Streaming video to be utilized with laptops and projectors. Provide assistance with Elmos, clickers, and data projectors. | 06-01-11  (ongoing)  Campus Administrators, Teachers |  |
| Reflection: | | |
| TF-III.B | ACE Program – Assist and support ACE program in strategies for integrating technology resources that support the needs of diverse learning environments. Assist with developing student lists for members of ACE program. | 06-01-10  (ongoing)  Campus Administrators, ACE Director |  |
| Reflection: |  |  |
| TF-III.C | KuderNavigator Career Assessment Testing – Train teachers in utilizing Kuder Navigator in assisting students in problem solving and discovering college and career assessment and goals. | 04-01-11  Campus Administrators, Teachers |  |
| Reflection: | | |
| TF-III.D | KuderNavigator Career Assessment Testing For All 8th Graders and as Necessary for ARDs – Facilitate and test all necessary students and small group testing for ARDs. This assessment will assist in class assignments from skills & interest evaluation & aptitudes. | 04-01-11  Camps Administrators, Special Education Dept., Teachers |  |
| Reflection: | | |
| TF-III.E | Upgrade Library & Expansion – Utilize library for research findings and usage of latest technology to support integration throughout the curriculum. This provides students with more computer stations and the transition into addition electronic media. | 12-01-10  Librarian, Campus Administrators |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard IV. Assessment and Evaluation | TF-IV.A | Rosetta Stone – Provide ongoing assistance with the Rosetta Stone administration needs and student usage. | 06-01-11  Campus Administrators, ESL Department |  |
| Reflection: | | |
| TF-IV.B | TELPAS Testing– Assist with test administration. Prepare computers and students for online TELPAS testing and assist in test administration for diverse learners. | 04-01-11  Campus Administrators, ESL Department |  |
| Reflection: | | |
| TF-IV.C | Examine and apply the results of a research project that includes evaluating the use of a specific technology.  *Note: This performance indicator will be revised during the Research course.* |  |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard V. Productivity and Professional Practice | TF-V.A | INNOVA Support and Training – Provide support and teacher training in use of INNOVA. Provide and install INNOVA on the shared drive for teacher use in analyzing TAKS student test results to create strategies and maximize student learning. | 06-01-11  Campus Administrators, Director Instructional Technology, Teachers |  |
| Reflection: | | |
| TF-V.B | TEAMS Support – Provide and collaborate with teachers in TEAMS grade book processes and procedures. Assist in preparing and printing reports from TEAMS. | 06-01-11  Campus Administrators, Teachers, TEAMS Support |  |
| Reflection: | | |
| TF-V.C | District-Wide Technology In-service – Develop training module and train staff on Microsoft Word, Microsoft Excel, Outlook. | 02-20-12  Director Instructional Technology, Teachers |  |
| Reflection: | | |
| TF-V.D | Create Parent Group Email and Create Departmental Group Email – Create group email to make communication better between parents and staff. Frequent emails can be developed and sent out to specific groups. | 09-01-11  Campus Administrators, Teachers, Department Heads |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard VI. Social, Ethical, Legal, and Human Issues | TF-VI.A | Maintain Inventory – Maintain inventory of lease computers and printer supplies. Replenish printer supplies as necessary. | 06-10-11  Ongoing for next year.  Campus Administrators, Director Information Services |  |
| Reflection: | | |
| TF-VI.B | Special Needs Testing TaksM- Assist with testing of students that addresses their special needs. | 05-10-11  Campus Administrators, Special Education Department |  |
| Reflection: | | |
| TF-VI.C | ID Student Identification – Continue to produce student ID / Photo records with use of emerging technology resources of importing student district files. This procedure enforces and ensures a safe environment. Scanning ID assists with administrative functions such as library and cafeteria. | 06-01-11  (ongoing) |  |
| Reflection: | | |
| TF-VI.D | Create Video About CyberBullying, Internet Safety and Netiquette – Design and create a digital video instruction unit for student usage. This unit will teach students about copyrights, Cyber-Bullying, and how to communicate in the digital world. | 05-01-11  Campus Administrators, Teachers |  |
| Reflection: | | |
| TF-VI.E | Computer Distribution and Resources Throughout Campus – Technology distribution to ensure equitable access to technology for all students and teachers. Provide training as needed for these resources. | 05-01-11  Campus Administrators |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments | TF-VII.A | Campus STaR Chart – Complete campus STaR Chart with Technology current use and future usage goals. | 12-01-10  Director Instructional Technology, Campus Administrators |  |
| Reflection: | | |
| TF-VII.B | STaR Chart Training and Support – Provide professional development for campus staff on STaR Chart. Assist all teachers on completion of the STaR Charts. | 12-01-10  Director Instructional Technology, Teachers |  |
| Reflection: | | |
| TF-VII.C | TCEA Texas Computer Education Association - Attend TCEA Conference to learn innovative methods to promote technology usage on local campus for professional development. | 02-12-11  Director Information Services |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard VIII. Leadership and Vision | TF-VIII.A | Create and Develop Diagram/Map of Campus Network  Connections –  Create Diagram / Map of Hub Boxes and classroom network connections to provide easier access for technicians. This will assist in better maintaining Wide area networks (WAN). | 10-11-11  Information Services  Techicians |  |
| Reflection: | | |
| TF-VIII.B | Create a List of Helpful Sites and Resources for Teachers – Provide and develop a list of helpful sites and resources for teachers. This allows teachers to collaborate and to develop an awareness of current trends and usage of educational technology. | 11-15-11  Teachers |  |
| Reflection: | | |
| TF-VIII.C | Support Partnership with Entre’ and Computer Lease Program – Continue support and collaboration with Entre’ in the computer lease program which provides technology integration with in the campus and district-wide. | 8-15-10 |  |
| Reflection: | | |
| TF-VIII.D | Maintain Campus Data Scanners – Data Scanners provide an evaluation instrument to be utilized by teachers to provide them with student test data analysis. This data drives them to be able to use technology to analyze and evaluate which skills to re-teach. | 11-15-11  District Technology |  |
| Reflection: | | |
| TF-VIII.E | Install Printers and Maintain Updates for Eduphoria – Eduphoria in combination with the Brother Scanners, allow teachers to print the scanning documents and help to create the data analysis for the data driven process to analyze and evaluate students test data. Also connect teacher computers to network copier for assistance in printing documents for CScope. | 11-15-11  District Technology |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |
| **TOTAL** | |  |  |  |

Site Mentor:

Name: \_\_\_\_\_Randall Maxwell Title: \_Principal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(*Please Print)*

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## Field-based Activities Summary Report and Validation: Reflection Guidelines

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**Instructions:** You are required to reflect on each of your field-based activities by completing a reflection that should contain a minimum of 250 words. These reflections will be used to assist you in completing Week 5 of your EDLD 5388/5370 Internship comprehensive exam/final report. Students should use the guidelines below to reflect on each of their field-based activities citing textbook references as well as three additional references when writing each reflection.

Reflections allow you to analyze on the knowledge you gained from the Internship activity and the associated Standard/Indicator associated with the activity as well as how the activity helped you master the Standard/Indicator. The act of reflection is influenced by constructivist theory. In essence, it is a way of thinking that allows you to make adjustments to your beliefs or concepts, to learn from your or other’s mistakes, to recognize progress you think you have made, and/or to identify needed changes in attitude, disposition, decision-making, actions, or behaviors.

Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of three references.

**Self –Assessment**

1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the activity.

2. Critically reflect upon the relationship between any new information you gained from the activity with old information you previously held to be true.

3. How did the relationship between the old and new information you learned affect your personal experience with the activity?

**Learn as a Learner**

1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the activity.

2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the activity.

3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance?

**Lifelong Learning Skills**

1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning.

2. How will your past interactions and collaborations with colleagues impact your future learning experiences?

3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation?

**Additional Criteria**

1. Field-based Activities Summary Report posted monthly to e-Portfolio wiki/blog/Google site

2. Mechanics

3. APA Format

4.Minimum of 3 References

|  |  |
| --- | --- |
| Wiki Name | Wiki URL |
| Wikitrendz | <https://wikitrendz.wikispaces.com/EDLD+5398++Internship+in+Administration> |

**Reflection**

“Expertise comes from the combination of action and reflection” (Martin et al., 2005, p. 104). “Expertise is gained as one learns to adjust the performance based on the factors and one’s experiences with them. Learning from one’s prior actions (and mistakes) is basic to the development of expertise” (Martin et al., 2005, p. 104). After having an opportunity to take the NETS-A Self Assessment, I can now create a list of strengths and areas needing further study and practice of the National Educational Technology Standards for Administrators.

As described in our text, School Leader Internship Developing, Monitoring and Evaluating Your Leadership Experience, twelve major skills are provided which help guide us for excellent leadership development.

During our EDLD 5306 Course, Teaching with Technology we prepared our Internship Plan template. After careful evaluation, I have made eight necessary changes and alterations to my original plan to help serve as guidelines for development of my leadership and administrative skills. These items will help to build my field based experience and activities in meeting the eight ISTE Technology Facilitator Standards.

During the Lamar Educational Technology Leadership Program, I have completed all of the technology leadership activities that were outlined in my original internship plan. My site supervisor reviewed these activities in November, 2010 and we looked forward to my completion of these activities. This would allow me to have a better understanding of the technology operations and concepts associated with the performance indicators and the ISTE technology facilitation standards. When reflecting on these field-based experiences and activities, I have to say that I gained the most leadership experience when developing a professional development in-service for our campus teachers to train them and help them better utilize the Star Boards in their classrooms. This allowed for the planning, modeling, collaborating, problem solving, guiding, and facilitating to make the Star Boards a curriculum assistance tool that our teachers could easily adapt to. During the training they had the opportunity to cross over into various areas of the curriculum working with tools that could assist them in their classroom instruction. I probably learned much more about myself as a leader than the teachers during this professional development preparation and training. We allowed the teachers to complete a survey monkey evaluation at the end of the professional development training. This gave me an opportunity to reflect on the training day and by utilizing the teachers’ comments, I could take advantage of this input to also reflect using their suggestions to create a more advantageous training for the next professional development session. It is necessary to develop more as a good leader when you take time to reflect and inquire about the project, learn from others’ input, and make adjustments for the next leadership opportunity.

I feel we learn by doing and by reflection. As a lifelong learner, we continue to learn, make adjustments, reflecting critically as we go and then adapting to make us better leaders and administrators. It takes reflection, practice, and continuous learning and adaption to make us successful and the best that we can be.

**References**

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Society for Technology in Education). Retrieved from <http://www.iste.org/content/navigationmenu/NETS/foradministrators/2009standards/NETS_foradministrators_2009.htm>.